

6 Traits + 1

Reading/Writing Strategies

Schools of Promise Instructional Institute

***August 5-6, 2013 –
Holiday Inn Grand, Billings, MT***

Dorothea M. Susag (Dottie)

6 Trait Writing Assessment

Teaching Native American Literature

Step-Up-to Writing

Technical Writing

Humanities Montana Speaker in the Schools

www.humanitiesmontana.org

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“If nothing is expected of a people, that people will find it difficult to contradict that expectation.”

“What the Black Man Wants”

A Speech by Fredrick Douglass, April 1865

Activity: *Baby Rattlesnake* by TeAta

A story read aloud

Activity: "Yesterday, I Learned. . . ."

Begin a paragraph with "Yesterday, I Learned" and write for **10 minutes**.

You may consider "yesterday" as a metaphor for any event or experience in your past. You may write about what your students have learned in a particular class: how to solve a problem using the quadratic formula. You may write about the day you learned how to ski standing up, the day you knew you would be a teacher, a poet; the day you learned to trust (or not trust) your friends. Or you may write something you've learned about yourself, the process in creating lesson plans, the process in making a cake, cleaning house, changing the oil, etc.

Introduce yourselves

- Your name
- Grade level and Content Area
- Read aloud your "Yesterday I learned" piece to the people at your table.

Please Number the pages in Section 1

Scan the Contents

What is a rubric?

"A *rubric* is a way of explicitly stating the criteria for student work.

It may lead to a grade or be part of the grading process.

However, it is more specific and detailed than a grade.

It can show strengths and weaknesses."

6 + 1 Traits







Of Analytic Writing

Assessment Scoring

Guide

(Rubric)

ADVANTAGES OF ANALYTIC S

- Offers a broad perspective 
- Challenges us to think of writing in new ways 
- Gives us a model for responding to students' writing 
- Provides vocabulary for talking with students about writing 
- Provides a solid foundation for revision and editing 
- Allows students to become evaluators 

Scoring Guide for Grades 4-12
Introduction -- Pages 4 - 5

Scoring Guide for Beginning Writers
Introduction - Pages 6-7

"Redwoods" 25

Is this Strong or Weak? Why?

"Fox" 28

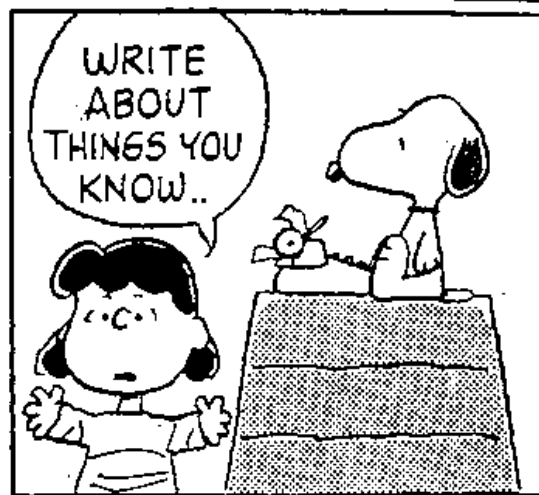
Is this Strong or Weak? Why?

"I don't feel" 25-27

Is this Strong or Weak? Why?

Please review the pages in Section 2

Ideas and Content

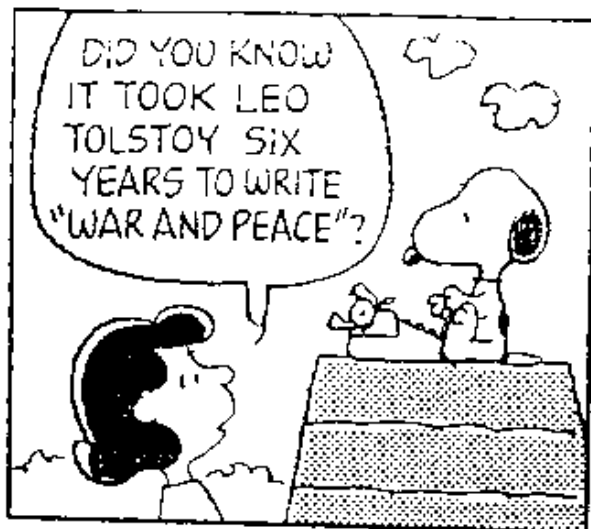


SUNDAY - SWAM AROUND BOWL. ATE. SLEPT.
MONDAY - SWAM AROUND BOWL. ATE. SLEPT.
TUESDAY - SWAM AROUND BOWL. ATE. SLEPT.
WEDNESDAY - SWAM AROUND BOWL. ATE. SLEPT.
THURSDAY - SWAM AROUND BOWL. ATE. SLEPT.
FRIDAY - SWAM AROUND BOWL. ATE. SLEPT.
SATURDAY - SWAM AROUND BOWL. ATE. SLEPT.

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Diary of a Fish



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Ideas and Content – read aloud (pg 3)

5-6 This paper is clear and focused. It holds the reader's attention. Relevant anecdotes and details enrich the central theme or storyline.

3-4 The writer is beginning to define the topic, even though development is still basic or general.

1-2 As yet, the paper has no clear sense of purpose or central theme. To extract meaning from the text, the reader must make inferences based on sketchy details. The writing reflects more than one of these problems:

- ❑ 6 -- includes all of the elements from 5-6.
- ❑ 5 -- includes most of the elements of the 5-6 and one from 3-4.
- ❑ 4 -- includes most of the elements of 3-4 but one from 5-6.
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- ❑ 2 -- includes most of the elements of 1-2, but one from 3-4.
- ❑ 1 -- includes all of the elements of 1-2

IDEAS for Primary writers

- What is the message?
- Does it make a point?
- Does it tell a story?
- Details, details, details!



Break into 5 groups (10 total minutes)

- Read your pages aloud within your group
- Using the Ideas Rubric, and without talking to each other in your group, each individual will evaluate the paper accordingly.
- Share your assessments with your group and come to a consensus of the # that best represents the decision of the group.
- Be prepared to share your evaluation # with the group at large and justify your decision using the rubric.
- Pages (1)5-6, (2)7, (3)8, (4)9, (5)picture on screen

Score
For
Ideas

Ringggg! a school bell breaks the deathly silence of the hall. All too soon the doors blast off the class rooms, hungry teen agers bursting into the hall. It's lunch time! you try to run but it's hopeless the teen tidal wave engulfs you. Regaining your senses you dive for your locker, let's see 14-2-22 bingo your in! toss your book in and slam the door shut. Then you join in a foot race that ends when you get around the corner and come into view of the principal. Immediately you decelerate and enter the cafeteria.

A thunderous roar greets you thousands of loud teenagers all talking at once with their mouths full! You then fight your way to the lunch line. And Give the lady wearing the paper bag on her head the ticket. Blue and crisp when you bought it this morning now grey and wrinkled.

Quickly you grab a puke green marbled with orange tray, then you move along the line not shure what's being piled on your plate. Finally! your through the line you look around for a seat, only one left waaay at the end. Walking as fast as you Possibly can you hot foot for the seat. Made it! , calmly sitting down you look at what's on your plate: 1 greasy hamburger, oily fries, a warm milk shake, and 40 year Old fruit

Scoring Matrix

	6	5	4	3	2	1
Ideas						
Organization						
Voice						
Word Choice						
Sentence Fluency						
Conventions						

Activity

1. Listen to "What I Keep," Jennifer Greene's poem (43 in *Birthright*), read aloud 3 times.
2. Make a list of 4 gifts you have received. Visualize, hear, or touch the experience in your mind.
3. For each, begin a sentence about each gift with "you brought (or gave) me a"
4. Using Greene's poem as a model, complete it with some description. Consider the unique ideas that will go into each sentence or phrase. What you write must be unique to you and to your experience.
5. Read aloud your poem to one other person in the class.

Activity

Word Mapping or Clustering
Brainstorming for Ideas

"Yesterday"

How would this have affected your writing at the beginning of this class?

D. I. C. E. Writing Strategy

(Section 10, page 2)

Write about what

Disturbed

Interested

Confused

Or **E**nlightened you about what you read
or heard or watched in this period or for
this assignment.

Student Reflection on Using 6 Trait-Ideas

First of all, I have discovered the significant of writing. When I write, I can explore the underworld of creating an image, without using my feet. There has always been a passion for writing in my life, but not for someone else. I write paper about nothing, just for the fun of it.

Secode thing, I have learned is you don't have to drive on the paved road all the time. Sometimes I can drive on a gravel road, or mabey in the dich, but it is usally easier to drive on the paved road.

I have learned how to signify my writing with BIG words so nobodey knows what I am talking about. This technic makes me look smart, well not realy because usaly they are spelt wrong.

So in a short uncoplicated paragraph I will sum up the meaning of this paper. I have not learn very much about writing, but that is my fault for not doing all my homework.

**Please review and number the pages in
Section 3**

Organization

Organization – read aloud (3)

5-6 The organization enhances and showcases the central idea or storyline. The order, structure, or presentation of information is compelling and moves the reader through the text.

3-4 The organizational structure is strong enough to move the reader through the text without undue confusion.

1-2 The writing lacks a clear sense of direction. Ideas, details, or events seem strung together in a loose or random fashion or else there is no identifiable internal structure. The writing reflects more than one of these problems:

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- ❑ 5 -- includes most of the elements of the 5-6 and one from 3-4.
- ❑ 4 -- includes most of the elements of 3-4 but one from 5-6.
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- ❑ 1 -- includes all of the elements of 1-2

ORGANIZATION for primary writers

- Beginning and ending
- Like things go together
- Balance on the page
- Order makes sense



Break into 5 groups (10 total minutes)

- Read your pages aloud within your group
- Using the Organization Rubric, and without talking to each other in your group, each individual will evaluate the paper accordingly.
- Share your assessments with your group and come to a consensus of the # that best represents the decision of the group.
- Be prepared to share your evaluation # with the group at large and justify your decision using the rubric.
- Pages (1)5, (2)6-7, (3)8, (4)9, (5)10-12

Ringggg! a school bell breaks the deathly silence of the hall. All too soon the doors blast off the class rooms, hungry teen agers bursting into the hall. It's lunch time! you try to run but it's hopeless the teen tidal wave engulfs you. Regaining your senses you dive for your locker, let's see 14-2-22 bingo your in! toss your book in and slam the door shut. Then you join in a foot race that ends when you get around the corner and come into view of the principal. Immediately you decelerate and enter the cafeteria.

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Scoring Matrix

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Ideas						
Organization						
Voice						
Word Choice						
Sentence Fluency						
Conventions						

Step-Up to Writing Strategy (page 27-30)
For Organizing
Expository/Informative/Explanatory
Paragraphs and Essays
Teaching
Topic,
Main Ideas -
reasons/details/facts,
Explanations,
Transitions, Background

Color-Coding and Traffic Light Colors for Expository Writing

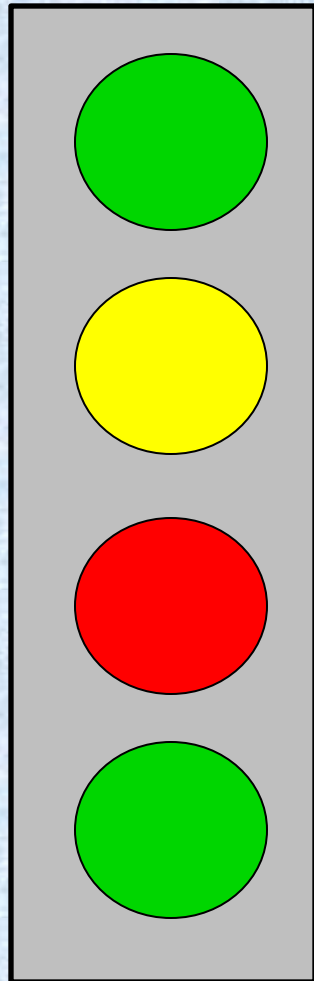
The use of *color-coding* and *traffic light colors* helps students see the different parts of expository/informative/explanatory compositions and helps them organize their writing.

It's about tools: color, word lists, informal outlines, examples, small steps

Short-term goal: to help students pass writing assessments at all levels.

Long-term goal: to help students write for life.

Traffic Light Organization



GO!

Write a topic sentence.

SLOW DOWN!

Give a reason, detail, or fact.
Include a transition.

STOP!

Explain. Give an example.

GO BACK!

Remind the reader of
your topic.

“Little Rocket of the Airways” (page 29-30)

Everything about the hummingbird is small. The egg from which it is hatched is about the size of a jellybean. The nest in which it is born is the size of a walnut. A baby hummingbird is only the size of a bee. When fully grown, it is all of two inches long and weighs less than a penny. It weighs so little that it can stand on a blade of grass and the grass hardly bends!

No bird can catch the hummingbird in flight. It can hang in midair without moving up or down, backward or forward. The long, strong wings can move so quickly that they can hardly be seen. It is said that they beat more than sixty times per second. You can hear them. They make a humming sound. That is how the hummingbird got its name.

The hummingbird is as fast as it is small. It zips, dips, and darts at speeds greater than fifty miles an hour. It can fly backwards or sideways and rise straight into the air like a little missile. The bird has been known to fly 500 miles without stopping to rest.

The hummingbird is a fearless fighter. It can pick fights with birds of all sizes. It is as likely to go after a cow or hawk as a moth or a bee. It will fly at its enemies like a bullet using its sharp bill as a weapon.

Hummingbirds spend most of their time in the air. Their feet are weak and not meant for walking. But then, a bird is born to fly, and no bird can fly like the little rocket of the airways, the hummingbird.

“Little Rocket of the Airways”

Everything about the hummingbird is **small**. The **egg** from which it is hatched is about the size of a **jellybean**. The **nest** in which it is born is the size of a **walnut**. A **baby** hummingbird is only the **size of a bee**. When **fully grown**, it is all of **two inches long** and weighs **less than a penny**. It weighs so little that it can **stand on a blade of grass** and the grass hardly bends!

No bird can catch the hummingbird in **flight**. It can **hang in midair** without moving up or down, backward or forward. The long, **strong wings can move so quickly** that they can hardly be seen. It is said that they **beat more than sixty times per second**. You can hear them. They make a **humming sound**. That is how the hummingbird **got its name**.

The hummingbird is as **fast** as it is small. It zips, dips, and darts at speeds **greater than fifty miles an hour**. It can **fly backwards or sideways** and **rise straight** into the air like a little missile. The bird has been known to **fly 500 miles** without stopping to rest.

The hummingbird is a **fearless fighter**. It can **pick fights with birds of all sizes**. It is as likely to **go after a cow or hawk** as a moth or a bee. It will fly at its enemies like a bullet **using its sharp bill as a weapon**.

Hummingbirds spend **most of their time in the air**. Their **feet are weak** and not meant for walking. **But then, a bird is born to fly, and no bird can fly like the little rocket of the airways, the hummingbird.**

Read aloud "Little Rocket of the Airways"

Colors: Paper fold with T

What's the **topic?

Green - Hummingbirds

What are the main **Ideas:
reasons/details/facts?

Yellow - small, flight, fast,
fighter

What are the **explanations that
follow the **reasons/details/facts?**

Red - 2-3 in each parag.

Accordion Summary Paragraph, using transitions - Write each sentence on a separate fold.

Draw idea

Topic Sentence: The hummingbird is a very unique animal.

Ideas: First reason/detail/fact: First, it is a very tiny bird

Explanation: The hummingbird hatches from an egg only the size of a Jellybean

Ideas: Second reason/detail/fact: It also has amazing flying abilities

Explanation: Unlike other birds, it can fly backwards.

Ideas: Third reason/detail/fact: Finally, the hummingbird is a fearless fighter.

Explanation: It may be small, but the hummingbird will fight larger birds if necessary.

Conclusion: The hummingbird clearly holds many records in the animal world.

Power # Topic Sentence (28)

Must contain a number that indicates the number of points for items to follow

The number may be explicit or implied.

Ex. Montana is the "last best place" for three reasons.

What might be your yellows and reds

Ex. The fires of 2007 had more than one cause.

What might be your yellows and reds

Ex. Music is an essential part of a child's education.

What might be your yellows and reds

Two, three, four, several, some, a few, a couple of, a number of, various

Consider what would be your
yellows in these topic sentences.

Ex. Adding fractions is easy if I just follow these four instructions.

Ex. I collected three categories of rocks.

Ex. Today I learned three important science terms.

Occasion/Position Sentence (Not in Binder - Take notes)

(Occasion = topic, reason for writing)

(Position = what you will prove in this paragraph)

Ex. Because of 9/11, airport security has changed dramatically.

What might be your yellows and reds

Ex. Before you make the decision to light up a cigarette, consider the problems caused by smoking.

What might be your yellows and reds

Informative/Explanatory Writing

Consider what would be your **yellow**s or **red**s in these Occasion/Position topic sentences.

Ex. Even though McDonalds makes great tasting fries, the frying process can kill.

Ex. Although you've been through the student-teaching trial, a few strategies will help you succeed in your first year.

Ex. Because of 9/11, airport security has changed dramatically.

Ex. Before you make the decision to light up a cigarette, consider the problems caused by smoking.

Occasion/Position Statements can also be compound sentences, joined by a conjunctive adverb such as *however, as a result, consequently, furthermore, in fact, meanwhile, likewise*

Ex. **My father is very strict; however, he has good reasons for all his rules.**

(Note, semicolon precedes *however*)

Transitions -

1. Introduce new **key ideas**
2. Connect **reasons, details, or facts**
3. Help the writer and the reader

Transitions say, "ladies and gentlemen, here are my main ideas."

The Good Luck Cat

by

Joy Harjo (Creek)

Pay attention to transitions

Color-Coding & Informal Outlines

Title = The Nervous	
T = Nervous System	
☆ brain (one)	<ul style="list-style-type: none">— medulla• controls breathing— cerebellum• keep balance— cerebrum• thinking
☆ spinal cord (second)	<ul style="list-style-type: none">— runs down body• through backbone
☆ nerves (third)	<ul style="list-style-type: none">— tiny fibers— pick up signals<ul style="list-style-type: none">• sends to brain• through spinal cord
C = At work all the time	

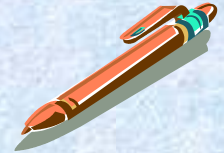
Informal Outline

T =	
★	<div><div></div><div></div></div>
★	<div><div></div><div></div></div>
★	<div><div></div><div></div></div>
C =	

Colors In Action

The Nervous System

The nervous system, which takes in the information coming from our senses, has three parts. One important part is the brain. The brain is made up of the medulla, the cerebellum, and the cerebrum. The medulla controls our breathing, the cerebellum helps us keep our balance, and the cerebrum controls the thinking. A second part of the nervous system is the spinal cord. This runs from the brain down the body through the backbone. The nerves are the third part of this system. Nerves are tiny fibers that are all over the body. The nerves pick up signals or messages and send them back to the brain through the spinal cord. The nervous system is at work all of the time.



Colors In Action

The world is filled with bugs, and some of them are quite helpful. One helpful bug is the spider. Spiders like the friendly garden spider eat other insects. A garden spider will eat pesky mosquitoes. The lady bug is also a friend. She eats aphids, little insects that kill plants. It is easy to spot a lady bug because many of them are bright red with black dots on the back. A third helpful insect is the praying mantis. Mantises eat Japanese beetles that can destroy roses. The mantis is not harmful to people, but with its legs it will grab the beetle and destroy it. Some of the most helpful bugs are the ones who pollinate flowers. Bees and moths are pollinators. They carry pollen from one plant to another. In fact, our planet needs all of these small, helpful creatures.

Student Reflection on Using 6 Trait--Organization

The last thing I looked at was Organization. My first paper was very unorganized and it jumped around from subject to subject. The subjects changed so quickly, I became very confused reading it. My newly written papers are very organized, according to what they are about or other categories. When it is organized, it flows much easier and makes more sense.

**Please review and number the pages in
Section 4**

Word Choice

Suddenly, a shot
rang out.



0-24

LET ME SEE
WHAT YOU'VE
WRITTEN SO
FAR...



YOU KNOW, WHEN YOU'RE WRITING A
STORY, IT'S VERY IMPORTANT TO
SELECT THE PERFECT WORDS...



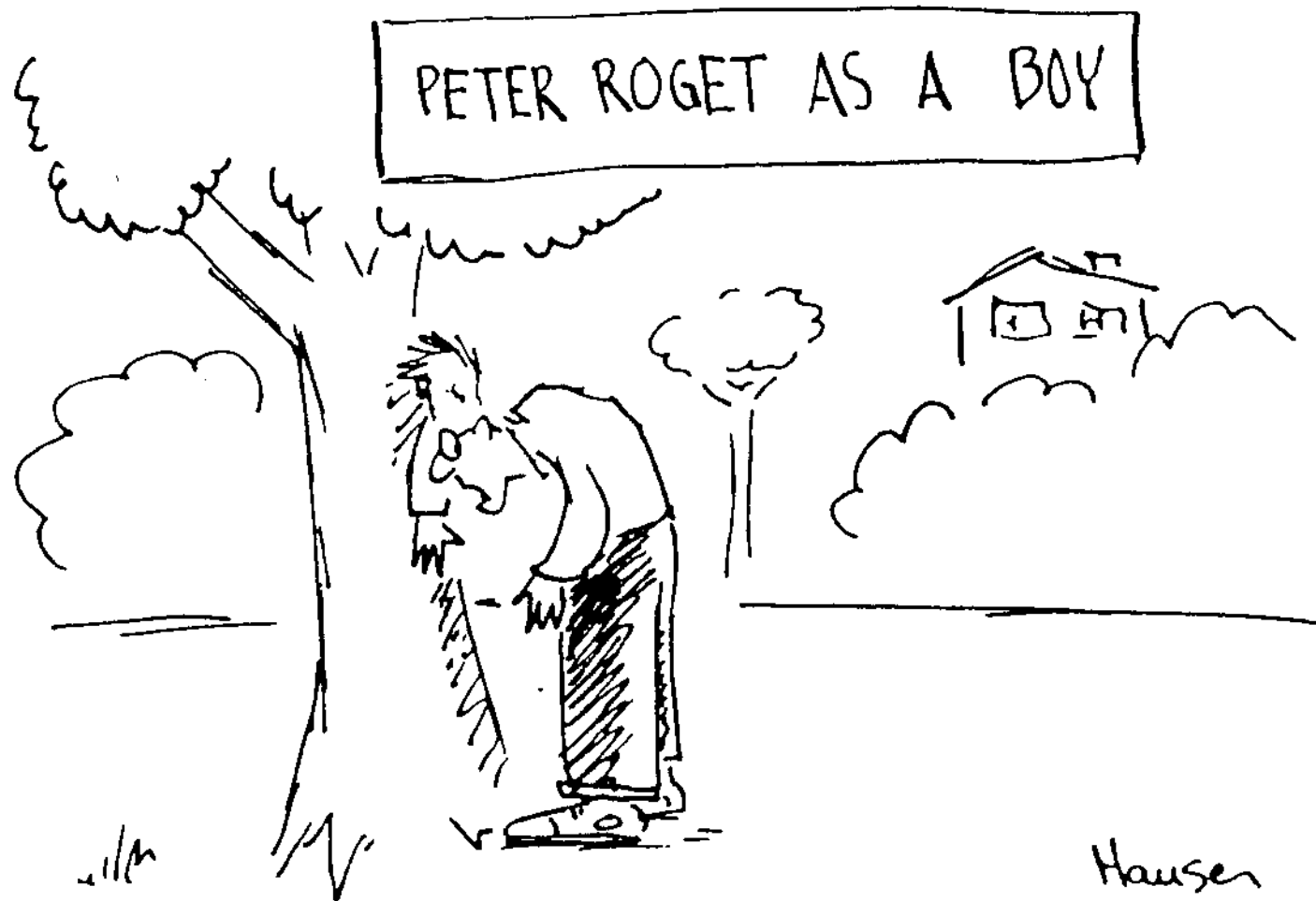
IN THIS CASE, I
WONDER IF
'SUDDENLY' IS THE
RIGHT WORD...



Gradually, a shot
rang out.

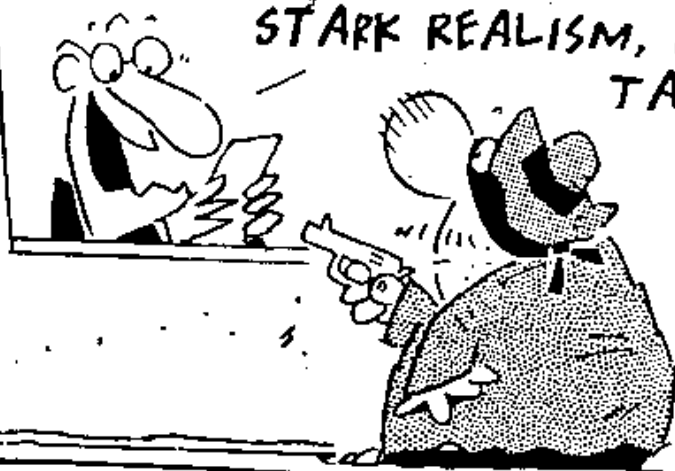


SCHULZ



"... 98, 99, 100! Here I come, ready, prepared, anticipated, girded, on the alert, provided for – or not."

BANK



STARK REALISM, IMPLIED VIOLENCE,
TAUT WITHOUT BEING
TRENDY.....

I LIKE THAT
IN A HOLDUP
NOTE!

© 1996 by NEA, Inc. THAVES 2-6

Word Choice – read aloud (3)

5-6 Words convey the intended message in a precise, interesting and natural way

3-4 The language is functional, even if it lacks punch, it is easy to figure out the writer's meaning on a general level.

1-2 The Writer struggles with a limited vocabulary, searching for words to convey meaning. The writing reflects more than one of these problems:

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WORD CHOICE for primary writers

- USING WORDS CORRECTLY
- TRYING SOMETHING NEW
- VERBS!
- FLAIR, PERSONAL PHRASING

Break into 5 groups (10 total minutes)

- Read your pages aloud within your group
- Using the Word Choice, and without talking to each other in your group, each individual will evaluate the paper accordingly.
- Share your assessments with your group and come to a consensus of the # that best represents the decision of the group.
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Ringggg! a school bell breaks the deathly silence of the hall. All too soon the doors blast off the class rooms, hungry teen agers bursting into the hall. It's lunch time! you try to run but it's hopeless the teen tidal wave engulfs you. Regaining your senses you dive for your locker, let's see 14-2-22 bingo your in! toss your book in and slam the door shut. Then you join in a foot race that ends when you get around the corner and come into view of the principal. Immediately you decelerate and enter the cafeteria.

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Scoring Matrix

	6	5	4	3	2	1
Ideas						
Organization						
Voice						
Word Choice						
Sentence Fluency						
Conventions						

Activity

1. Listen to "Elk Thirst," Heather Cahoon's poem (43 in *Birthright*), read aloud 3 times.
2. After the first reading, draw what you see, hear, taste, touch.
3. Talk about word choice - verbs, personification, appeals to the senses . . .
4. Show your drawing to your discussion group. Tell the artists what you notice, and pay attention to the specific words you use to describe what you see.

What Does It Mean, "Show Me, Don't Tell Me?"

Telling:

The first day of school was really hectic.

Showing:

I say this every year—I'm getting too old for this! Glazed-eyed kids run, stumble, and frantically search for their lockers, while their fingers don't respond to the number sequence printed neatly on the 3x5 card.

You should be able to identify many words and phrases that demonstrate 5 senses.

Activity

TELLING Examples
Can you change these into
SHOWING EXAMPLES?

1. The room was a mess.
2. It was really hard.
3. I liked it a lot.
4. She was always there for me.
5. It was a time I'll always remember.
6. We had fun.
7. It was boring.
8. I was surprised.

NO *is, am, are, was, were, be, been, become, being* VERBS

Student Reflection on Using 6 Trait—Word Choice

Another I have improved in is word choice. At the beginning of the year, I would use boring words that didn't interest the reader and it made my writing not as good as it could be. Through out the course of this year, I have learned to use words that capture the reader in what he or she is reading. In my journals from the beginning of the year, I would use the phrase "made me angry." Now, a more appropriate way of saying that would be "infuriated me."

Looking back at my previous writing assignments, I recognize repeated words such as: am, is, was, were, and are. How boring can that be? Adjectives must have filled me with joy because I really overused them. In the essay "English," I wrote, "dark cold English class." The essay "Childhood" also shows the use of too many adjectives. "The chirping birds and the clear blue sky encouraged me that today was going to be more exciting than I thought." A large portion of my "Grandma" essay probably best shows how slowly my word choice developed in my previous essays. "She went to college. After she retired, she became a missionary. She traveled all over the world helping people and telling them about Christ. She always remembered to bring me back a souvenir." I wonder why I didn't start calling my grandmother by "she" rather than her name. The adjectives and verbs in all three essays make them boring and not well-developed. A sentence in my essay about Roll of Thunder proves the major difference in word choice from then to now. "Thunder and lightning fills their ears, as the cry of fire blazes throughout the land." This demonstrates one of the six traits that I have improved in, but I still need to be careful and not rush when writing my essays.

**Please review and number the pages in
Section 5**

Sentence Fluency

Sentence Fluency – read aloud(3)

5 -6 The writing has an easy flow and rhythm when read aloud. Sentences are well built, with strong and varied structure that invites expressive oral reading.

3-4 The text hums along with a steady beat, but tends to be more pleasant or businesslike than musical, more mechanical than fluid.

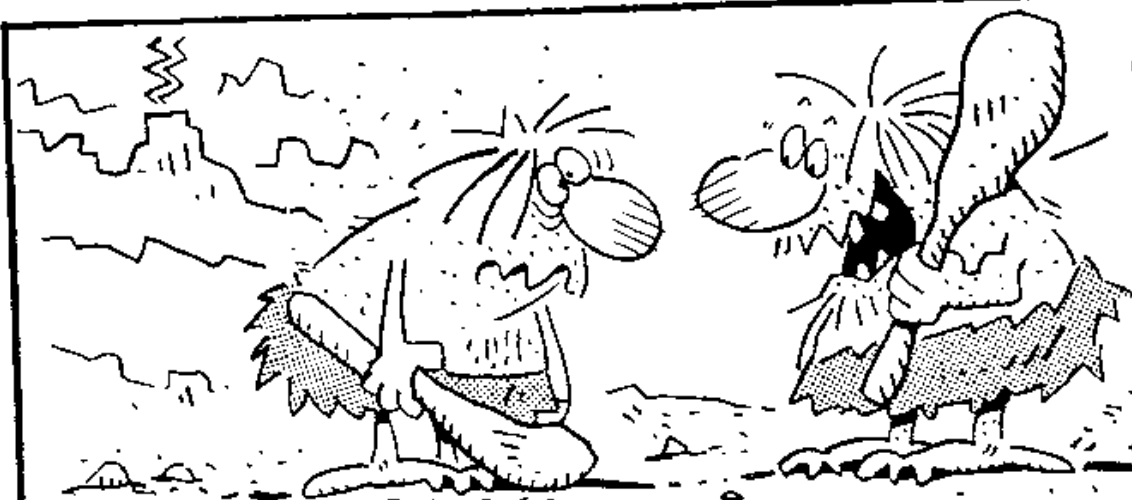
1-2 The reader has to practice quite a bit in order to give this paper a fair interpretive reading. The writing reflects more than one of the following problems:

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- ❑ 5 -- includes most of the elements of the 5-6 and one from 3-4.
- ❑ 4 -- includes most of the elements of 3-4 but one from 5-6.
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SENTENCE FLUENCY FOR PRIMARY WRITERS



- SENTENCES HANG TOGETHER
- SENTENCE "SENSE"
- VARIETY
- RHYTHM AND FLOW
- AN EAR FOR LANGUAGE PATTERNS



WORDS DOWN GOT
WE'VE GOOD
PRETTY -- SHOULD
NOW INVENT
WE SYNTAX!

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E-Mail: FandE BobT@AOL.COM

10-11

Break into 5 groups (10 total minutes)

- Read your pages aloud within your group
- Using the Sentence Fluency Rubric, and without talking to each other in your group, each individual will evaluate the paper accordingly.
- Share your assessments with your group and come to a consensus of the #that best represents the decision of the group.
- Be prepared to share your evaluation # with the group at large and justify your decision using the rubric.
- Pages (1)5, (2)6, (3)7-8, (4)9, (5)7-8

Ringggg! a school bell breaks the deathly silence of the hall. All too soon the doors blast off the class rooms, hungry teen agers bursting into the hall. It's lunch time! you try to run but it's hopeless the teen tidal wave engulfs you. Regaining your senses you dive for your locker, let's see 14-2-22 bingo your in! toss your book in and slam the door shut. Then you join in a foot race that ends when you get around the corner and come into view of the principal. Immediately you decelerate and enter the cafeteria.

A thunderous roar greets you thousands of loud teenagers all talking at once with their mouths full! You then fight your way to the lunch line. And Give the lady wearing the paper bag on her head the ticket. Blue and crisp when you bought it this morning now grey and wrinkled.

Quickly you grab a puke green marbled with orange tray, then you move along the line not sure what's being piled on your plate. Finally! your through the line you look around for a seat, only one left waaay at the end. Walking as fast as you Possibly can you hot foot for the seat. Made it! , calmly sitting down you look at what's on your plate: 1 greasy hamburger, oily fries, a warm milk shake, and 40 year Old fruit

Scoring Matrix

	6	5	4	3	2	1
Ideas						
Organization						
Voice						
Word Choice						
Sentence Fluency						
Conventions						

Activity

- I will read aloud "Remember" by Joy Harjo, Muscogee Creek (13 in *Roots and Branches*) As I read, you will read aloud each "remember" with me.
- Look at the rubric on page Section 5, page 3. Considering this is a poem and not a prose paragraph, you can still use the rubric. How would you assess the Fluency in "Remember"?

Activity

"Strategies for Improving Sentence Fluency using Richard Lanham's 8-step Paramedic Method"
(Section 5, 26-28)

Find the prepositional and infinitive phrases.

"Latham says to start by looking at the sentences in each paragraph from the point of view of the number of prepositions used by the author for the purpose of expressing his or her ideas."

"Latham says to start by looking at the sentences in each paragraph from the point of view of the number of prepositions used by the author for the purpose of expressing his or her ideas."

Remove as many prepositions and prepositional phrases as you can--
by, at, in, from, of, by, for.

Preposition--anywhere a mouse can
go

"Latham says to start by looking at the sentences in each paragraph from the point of view of the number of prepositions used by the author for the purpose of expressing his or her ideas."

"Latham says, "take each sentence and find all the prepositions."

Now do this with your "What I Keep" poem

Find the "is" forms.

Sentences using "is" forms (*is, are, am, was, were, be, been, become, being*) as the main verb can sound uninspired or dead.

is, are, am, was, were, be, been, become, being

"Creating a good newsletter as an addition to your web site **would be** a rewarding investment of your time and energy."

Use action verbs.

Look for words that you may use as the main verbs in sentences.

"**Creating** a good newsletter as an addition to your web site **would be** a **rewarding** investment of your time and energy."

"If you have a web site, create a good newsletter and reward your efforts."

Now do this with your "What I Keep" poem

Start fast – no slow windups.

- Lanham recommends sentences that start with a bang, not preliminary waffling like “with respect to,” “Whereas,” “in addition to,” “Based on,” “In order to.”

"With respect to the 76-minute interruption of service on August 15 due to unexpected levels of user demand which coincided with scheduled maintenance of our backup systems and unrelated technical problems at our customer call center, we offer apologies to any of our valued customers who experienced inconvenience as a result."

"Technical problems on August 15 interrupted service. We apologize for the inconvenience."

Complete the
revision of your
"What I Keep" poem
for tomorrow!

Student Reflection

on Using 6 Trait–Sentence Fluency

Lastly, I feel I have improved on sentence fluency. In the first journal, my sentences were choppy and unsmooth to read. One sentence reads: "There is many good things and bad things about being famous." This sentence does not flow, and uses "is" incorrectly. The sentence does not have words that make it enjoyable to read. "Measuring the sugar and flour as I got a little older, I would miss the bowl, spilling flour and sugar all over the kitchen floor." When I read this sentence, it flows much better, is not as choppy as the first, and has more details.

VOICE

- **STRONG READER/WRITER INTERACTION**
- **PERSON BEHIND THE WORDS**
- **INDIVIDUAL/EXPRESSIVE/ENGAGING**
- **WRITING TO BE READ**
- **APPROPRIATE FOR THE PURPOSE AND AUDIENCE**
- **NARRATIVE:**
 - **Honest** **Appealing** **From the Heart**
- **EXPOSITORY OR PERSUASIVE:**
 - **Strong Commitment/Sense of Conviction**
 - **Anticipates Reader's Questions**
 - **Shows Why Reader Should Care**

*Would you take this home and **READ IT ALOUD** to someone?*

VOICE

"Voice is honest communication, always aware of the needs of an audience. Voice challenges the reader to think or moves the reader to feel according to subject matter and purpose."

Diana Knudsen





THANK!



HEY, LOIS! MOM
TOLD ME TO TELL YOU
TO QUIT LEAVING
YOUR UNDERWEAR
LAYING AROUND
THE BATHROOM!!

McPHERSON

**GOING TO THE SAME SCHOOL AS YOUR YOUNGER
BROTHER CAN BE AN AGONIZING EXPERIENCE.**

**Please review and number the pages in
Section 6**

Voice

Voice – read aloud (3)

5-6 The writer speaks directly to the reader in a way that is individualistic, expressive, and engaging. Clearly, the writer is involved in the text, sensitive to the needs of an audience, and writing to be read.

3-4 The writer seems sincere, but not fully engaged or involved. The result is pleasant or even personable, but not compelling.

1-2 The writer seems indifferent, uninvolved or distanced from the topic and/or the audience. As a result, the writing is lifeless or mechanical; depending on the topic, it may be overly technical or jargonistic. The paper reflects more than one of the following problems:

- ❑ 6 -- includes all of the elements from 5-6.
- ❑ 5 -- includes most of the elements of the 5-6 and one from 3-4.
- ❑ 4 -- includes most of the elements of 3-4 but one from 5-6.
- ❑ 3 -- includes most of the elements of 3-4 but one from 1-2.
- ❑ 2 -- includes most of the elements of 1-2, but one from 3-4.
- ❑ 1 -- includes all of the elements of 1-2

VOICE FOR PRIMARY WRITERS



- Personality!
- Pizzazz!
- Flavor, Charm, Liveliness
- Individuality
- New, different, full of adventurous spirit

Break into 5 groups (10 total minutes)

- Read your pages aloud within your group
- Using the Voice, and without talking to each other in your group, each individual will evaluate the paper accordingly.
- Share your assessments with your group and come to a consensus of the # that best represents the decision of the group.
- Be prepared to share your evaluation # with the group at large and justify your decision using the rubric.
- Pages (1)6-7, (2)8-9, (3)8-9, (4)10-12, (5)13-14

Ringggg! a school bell breaks the deathly silence of the hall. All too soon the doors blast off the class rooms, hungry teen agers bursting into the hall. It's lunch time! you try to run but it's hopeless the teen tidal wave engulfs you. Regaining your senses you dive for your locker, let's see 14-2-22 bingo your in! toss your book in and slam the door shut. Then you join in a foot race that ends when you get around the corner and come into view of the principal. Immediately you decelerate and enter the cafeteria.

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Quickly you grab a puke green marbled with orange tray, then you move along the line not sure what's being piled on your plate. Finally! your through the line you look around for a seat, only one left waaay at the end. Walking as fast as you Possibly can you hot foot for the seat. Made it! , calmly sitting down you look at what's on your plate: 1 greasy hamburger, oily fries, a warm milk shake, and 40 year Old fruit

Scoring Matrix

	6	5	4	3	2	1
Ideas						
Organization						
Voice						
Word Choice						
Sentence Fluency						
Conventions						

Activity

1. I will read aloud "Porcupine on the Highway" from *Birthright* (89) Section 6, page 22 -- In the whole group, respond to questions about the "Speaker" for each of the 3 voices.
2. I will read aloud each of the following poems: 14, 37, 118 in *Birthright* and 28-29 in *Roots and Branches*. DO NOT LOOK AT THE PAGE AS I READ. :-)
3. For each poem, respond in your groups to the same questions regarding the "Speaker" or the "poet."

Creating Stronger Voice

Active and Passive Voice

PASSIVE – subject receives action of verb (be verbs)
is are was were am be being been

ACTIVE – subject DOES action

WRITE:

The man was arrested for burglary.

Objective: use active verbs to make voice stronger.

The boy was told to take out the garbage.

(*passive, past tense, weak verb*)

Change these to make the sentence stronger. (Use a thesaurus)

Working on **Voice**

The **VOICE** in a piece may be very strong to very weak depending on what the author wants to accomplish.

Strongest VOICE uses REGULAR VERBS such as

estimate search drive jump consider work

Strong VOICE uses INFINITIVES such as

to estimate to search to drive to jump to consider to work

Weak VOICE uses ING and ED verbs plus their helpers such as

estimating was searching has been jumping is working

Weakest VOICE uses BE verbs which indicate something exists

is are was were being am be

A different VOICE is required for different types of writing:

Persuasive: = Strong

Action = Strong

Argue = Strong

Explain = Mixed

Assess = Mixed

Describe = Weak

STYLE is composed of

VOICE

Images

Tone

Individuality

Point of View

Flavor

Parallelism

ACTIVITIES to create stronger VOICE

- Try to eliminate all sentence starters like THERE IS, THERE ARE, IT IS, THIS IS, THAT IS.
- Try to edit out unnecessary THAT, THAT IS, THAT ARE within the sentence.
- Cross out or edit words which do not add anything to your sentence -- words which don't create a specific sensory image.

“Voice is honest communication, always aware of the needs of an audience. Voice challenges the reader to think or moves the reader to feel, according to subject matter and purpose.”

Diana Knudson and Dorothea Susag

Student Reflection on Using 6 Trait-Voice

I will refer to the righting that the teacher handed back in that tan folder. I don't have any respect for writing because I'm sloppy. I spell things rong most the time. Id on't now lots of the rules of righting.

In ideas, I have nune. I just put what ever pops in my head.

In voice, I don't have that eather. I just right what I need to just to get it done.

In word choice, I don't have any. I eather put down the opiset then what it means. I don't put down the right word or I miss spell it. O my teacher wanted sumthing difrent.

Me as a student I em doing prity good some classes I'm sliping but I try to get in around to do extry credit. My stranth, I don'k now what kid of stranth you are talking about all my stranth or just my stranth in English. So ill jus put English down.

I em pepered. I have all my miterials with me. My weaknesses cant wright, read very well, I can't understand books, short term memory, and truble consitrating. I just have to keep trying. I don't know if I em bad at the Ideas, voice, and word choice. And all the others. Its just what the teacher tells me. Other whys I'm confused evry time I right.

My voice category came out jumbled, shakey, and unsure on my papers. In my test essay on "Lather and Nothing Else" I gave heaps of facts with no influence of my opinion. The paper sounded funny because of this. Fortunately, the Romeo and Juliet paper I produced honest feelings about the consequences of the lovers changing gender. For example, I mentioned that Juliet would have ended up in fisticuffs with her father if she had been a man. I devised that theory on my own, but used the help of her personality and facts from the story with stating it.

Conventions

- SPELLING IS GENERALLY CORRECT (NOT PERFECT)
- PUNCTUATION ACTS AS A GUIDE
- CORRECT GRAMMAR/USAGE ADD TO CLARITY & STYLE
- CONTROL OVER CAPITALIZATION
- PARAGRAPHING REINFORCES THE ORGANIZATION
- HANDWRITING NOT REFLECTED IN CONVENTIONS SCORE



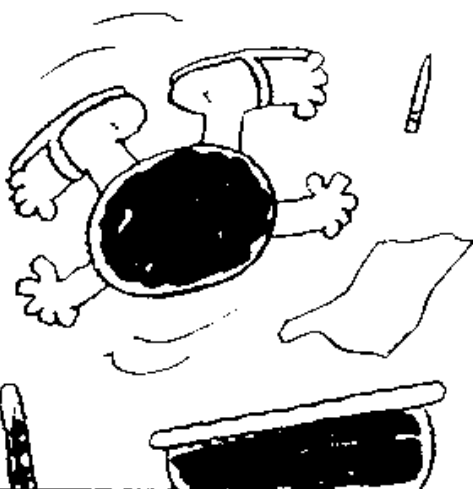
CONVENTIONS FOR PRIMARY WRITERS

- LEFT TO RIGHT ORIENTATION
- UP TO DOWN ORIENTATION
- LETTERS FACING THE RIGHT DIRECTION
- SPACES BETWEEN WORDS AND BETWEEN LINES!
- DISTINGUISHING BETWEEN LOWERCASE AND CAPITALS
- PLAYING WITH PUNCTUATION (CORRECTLY PLACED OR NOT)
- KNOWING NAMES OF SOME CONVENTIONS
- COPYING ENVIRONMENTAL PRINT
- HAVING READABLE SPELLING AS A GOAL.



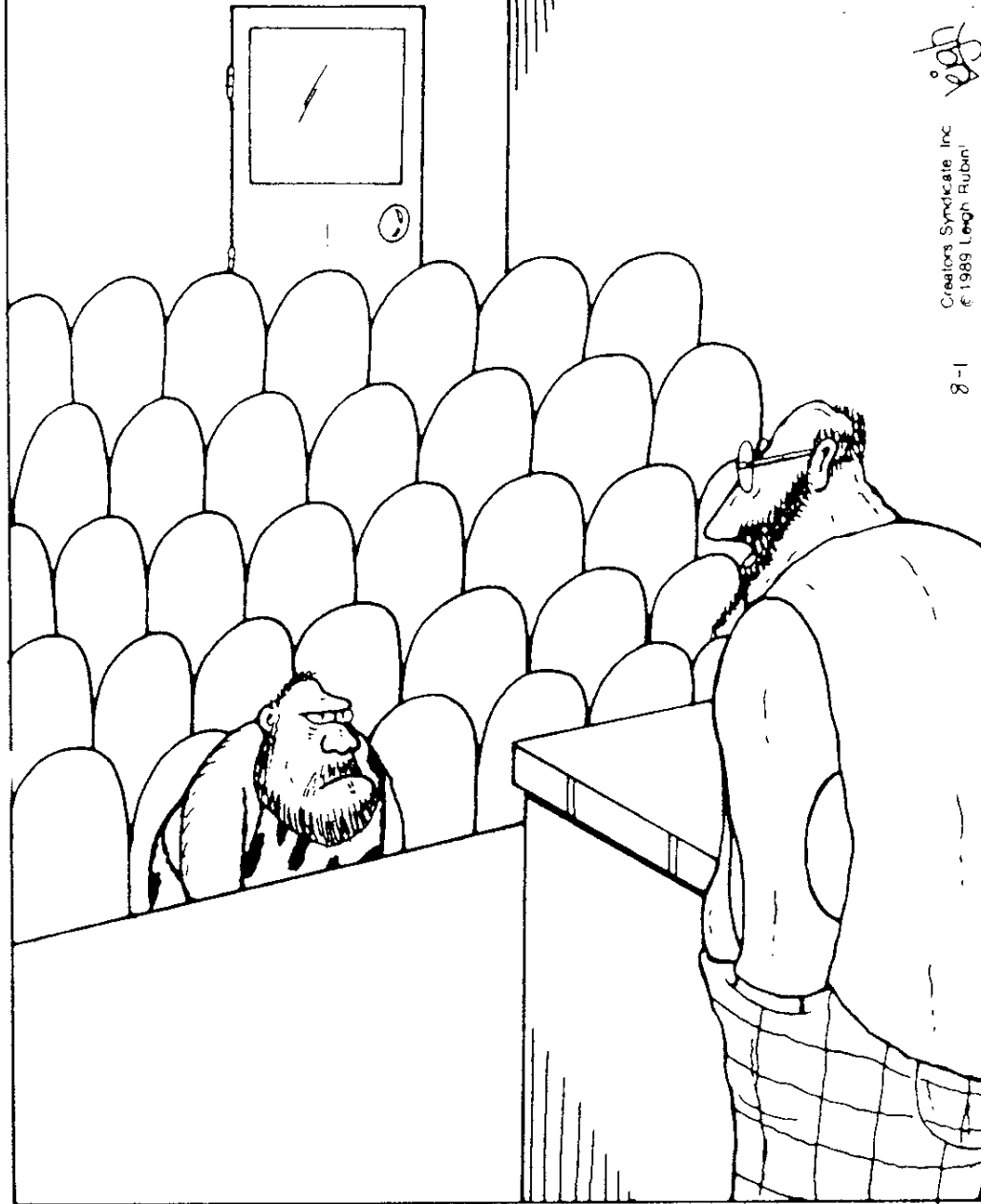
"SHOW AN EXAMPLE OF
THE SUBJUNCTIVE IN 'IF'
CLAUSES FOR CONDITIONS
CONTRARY TO FACT"

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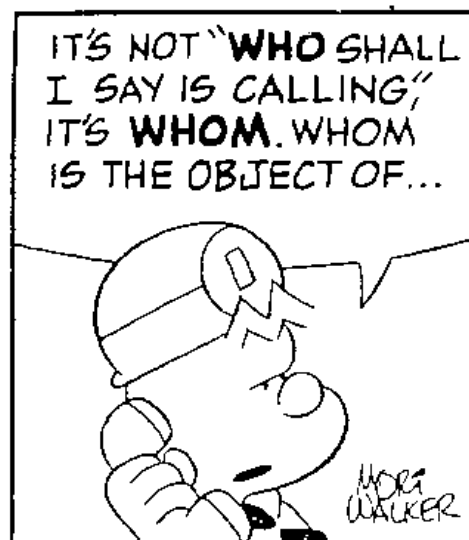
SORRY, MA'AM...I FORGOT TO
FASTEN MY SEAT BELT...





8-1
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"The anthropology lecture doesn't
begin for an hour. You're early, man."



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**Please review and number the pages in
Section 7**

Conventions

Conventions — read aloud (3)

5-6 The writer demonstrates a good grasp of standard writing conventions (e.g., grammar, capitalization, punctuation, usage, spelling, paragraphing) and uses conventions effectively to enhance readability. Errors tend to be so few and so minor that the reader can easily overlook them unless hunting for them specifically.

3-4 The writer shows reasonable control over a limited range of standard writing conventions. Conventions are sometimes handles well and enhance readability, at other times, errors are distracting and impair readability.

1-2 Errors in spelling, punctuation, usage and grammar, capitalization, and/or paragraphing repeatedly distract the reader and make the text difficult to read.

Ringggg! a school bell breaks the deathly silence of the hall. All too soon the doors blast off the class rooms, hungry teen agers bursting into the hall. It's lunch time! you try to run but it's hopeless the teen tidal wave engulfs you. Regaining your senses you dive for your locker, let's see 14-2-22 bingo your in! toss your book in and slam the door shut. Then you join in a foot race that ends when you get around the corner and come into view of the principal. Immediately you decelerate and enter the cafeteria.

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Scoring Matrix

	6	5	4	3	2	1
Ideas						
Organization						
Voice						
Word Choice						
Sentence Fluency						
Conventions						

Student Reflection on Using 6 Trait—Conventions

Personally I have improved tremendously on my skills as a writer with only a few flaws: conventions and spelling. Spelling is my worst subject, and conventions I just pull commas out of the blue and throw them in my literature work. But I do use great word choice, but sometimes I use too advanced words for the occasion or not advanced enough. I have gone through my journals and the drafts of my major essay and have found nothing but improvement. I am using better grammar, and more appropriate conventions; even though, I still need help.

PRESENTATION

- PLEASING TO THE EYE
- FONT USAGE ENHANCES MESSAGE
- WHITE SPACE IS BALANCED
- BULLETS, SIDE HEADINGS, ETC. HELP READER ACCESS INFORMATION
- TEXT AND VISUALS INTEGRATED

Is the message echoed in the visual presentation?

**Please review and number the pages
in Section 8**

Presentation

Presentation – read aloud (3)

5-6 The form and presentation of the text enhances the ability for the reader to understand and connect with the message. It is pleasing to the eye.

3-4 The writers' message is understandable in this format.

1-2 The reader receives a garbled message due to problems relating to the presentation of the text.

Grading -- Assessment

6 + 1 Rubric
Smarter-Balanced
Section 12

Review and re-number
Section 12

Score "Ringggg"
as we look at grading in this
section

Activity

1. Take your "Yesterday I learned . . ." piece of writing. Using the one-pager, assess your own writing for each of the traits.
2. Give your paper to a neighbor at the table and (without sharing your own assessment of your paper) assess his/her paper.
3. Talk with each other about the assessment and where or why you might disagree regarding both papers.

Activity

More Practice

Using the following K-4 Student Writings,
Determine the level of proficiency

(Prompts are on handout of R.A.F.T.S K-4)

Dear Mom,

May I have a German
shepherd please? It would
be a good family pet. I
will take it for a walk
everyday. I will feel

it often.

1st Grade

Dear Mom and Dad

I wish for a new puppy, because my other puppy died.

So may I have a new one? I will feed it,

I'll pet it, I will name it Tank. I will have fun with it, I will do laundry.

1st Grade

Dear Dad and Mom,

Grade 1
⑦

My wish is for a tiger.

I will keep my room clean.

I will clean dishes.

I will feed the dog.

I will not forget to get eggs.

1st Grade

Dear Jaden G.,

Grade 2.

①.

I hope you come to
Greenfield School as a
student. I hope you
will be a good student.
This school is fun. Ash
Emma, too. It's a good school.

2nd
Grade

Dear Emma,

I wish you could
come to Greenfield School
We have a lot
of fun! We even
have Missoula Children's

Chorus

Theatre. In
7th and 8th grades
you can go ice fishing.

2nd
Grade

Dear Jaden N,

You should come to
Greenfield Elementary,
because you get to
Kite Day, and P.E. You
also can play with

scooters.

I + will be
fun!

2nd
Grade

Dear Shane,

You should come
to my school at
Greenfield. You get
to do a track meet and
you get to race,

look on the back

and you will
get to sack race.

It is fun and you
have a good time!

2nd
Grade

January 24, 2012
590 Hwy 431
Fairfield MT 59436

Dear Mayor,

I think it is a good idea to unplug
all of the TVs in America.

People would not be as lazy.

And people would be more active.

Some people sit in front of their TVs all
days. After two hours your head might start
to hurt. I have experienced it.

People should unplug all of their TVs
and do more active things. This would be
less violence. This would be more peace.

Your Friend, #11

3rd Grade

January 23, 2012

590 Hwy 431

Fairfield, MT 594136

Dear Grandpa,

I wanted to tell you about my awesome weekend! My friend came to my house to help with the cows. But then he had to help watch my brother with me.

Next, when we watched my brother we watched "Barn Yard". It was very fun. When we watched Barn Yard we drew pictures.

I like my friend because he is nice. And because he is very funny. He is the best friend I could ever have.

Your Grandson,

12

3rd Grade

January 23, 2012
590 Hwy 431
Fairfield, MT 59436

Dear Grandma,

I wanted to tell you about
a good time with Sophie. Sophie
came to my house we tie-dyed
shirts. They were awesome!

Then we played a
game of tag. That was
so fun. I learned what
base was. We played tag
before we tie-dyed shirts.

Sophie is such a good
friend because she lives
by me. She can come over
to my house and she is
very nice. We both like horses.

Your Granddaughters,
13

3rd Grade

January 23, 2012

Dear Fairfield Sun Times,

I think my little sister Emersyn should win "Best Relative of the Year." She is the best little sister a girl could ever have. She makes laugh every day.

She is so cute and loves to play with my brothers and I. She is very funny. And is very messy. She loves to get in trouble. And is 2 years old.

Her laugh is very contagious. She also gets very restless in church or something that is boring and long to her. She is scared of some boys, and loves animals.

I think Emersyn should win the prize because she is just the best little sister ever. Her laugh is so funny. She loves kittens. Something that makes me laugh every morning is her crazy, wild, ridiculous bed head.

Sincerely,

#1

4th Grade

January 2, 2012

Dear Doctor Chong

I think that people need to eat healthier. One way they can do this is by cutting off junk food. They should not eat potato chips and other junky foods.

Another way to stay healthy is to exercise. You can do this by when you watch tv during commercials do push-ups. By walking the dog.

Another way to stay healthy is to not take drugs. Meth can really harm your body. Smoking can harm your lungs and other people.

So there all have been ways to stay healthy. Don't take drugs. Not eating junk food and exercising.

#3

4th Grade

Dear Dr. Snow,

I think people should stop
eating so much junk food it is
not healthy. They should eat healthy
food. It will make you strong and
healthier. People should go on a
diet and lose weight.

Exercieing also is another
way to stay healthy. You could
walk the dog or play with friends.
Just have fun make a snowman
make a snow dog. Just have fun.

Another way is brushing your teeth.
You should brush your teeth so they
do not get cavities. Do not eat lots of
candy it is bad for your teeth.

Bad habits like drinking

is not smart you could
die. Smoking is another bad
idea it is not good for your
lungs. Drugs is something that
can make you go crazy

#4
4th Grade

Reading/Writing

*Strategies
And
R.A.F.T.S.
Section 10*

Please review and number the pages in
Section 10
(Replace pages 1-5 with handout)

Reading/Writing
Strategies and R.A.F.T.S.

(All strategies are writing as well as
reading because they require some kind
of response)

Reading Strategy #1 (Section 10, 2)

Write about what

- **D**isturbed
- **I**nterested
- **C**onfused
- **or E**nlightened you?

Apply Reading Strategy #1

PRIMARY DOCUMENT ACTIVITY

Read the excerpt from Vol. 1, Laws (Compiled to December 1, 1902)

Chapter 213: May 1, 1888. / 25 Stat., 113. (Page 261-267)

http://digital.library.okstate.edu/kappler/Vol1/HTML_files/SES0261.html

“An act to ratify and confirm an agreement with the Gros Ventre, Piegan Blood, Blackfeet, and River Crow Indians in Montana, and for other purposes.”

- Write for 2 minutes about any **one** of the following: what **Disturbed, Interested, Confused, Enlightened** you. You may pick a **word, a sentence, an idea, a quote, the topic itself.**
- Share with a partner at your table what you wrote **and** how this strategy is/is not useful to help students read informative texts.

Apply Reading Strategy #1

“Whereas the reservation set apart by act of Congress approved April fifteenth, eighteen hundred and seventy-four, for the use and occupancy {Page 262} of the Gros Ventre, Piegan, Blood, Blackfoot, River Crow, and such other Indians as the President might, from time to time, see fit to locate thereon, is wholly out of proportion to the number of Indians occupying the same, and greatly in excess of their present or prospective wants; and whereas the said Indians are desirous of disposing of so much thereof as they do not require, in order to obtain the means to enable them to become self-supporting, as a pastoral and agricultural people, and to educate their children in the paths of civilization: Therefore, to carry out such purpose, it is hereby agreed as follows:

ARTICLE I.

Hereafter the permanent homes of the various tribes or bands of said Indians shall be upon the separate reservations hereinafter described and set apart. Said Indians acknowledging the rights of the various tribes or bands, at each of the existing agencies within their present reservation, to determine for themselves, with the United States, the boundaries of their separate reservation, hereby agree to accept and abide by such agreements and conditions as to the location and boundaries of such separate reservation as may be made and agreed upon by the United States and the tribes or bands for which such separate reservation may be made, and as the said separate boundaries may be hereinafter set forth.” (from Vol. 1, Laws (Compiled to December 1, 1902) Chapter 213: May 1, 1888. / 25 Stat., 113. (Page 261-267)

Reading Strategy #2 (Section 10, 2)

- **What does it say?**
- **What might it mean?**
- **Why does it matter?**

It is a tax.

It is a penalty.

Her approval rating is well below 50%.

- What does it say?
- What might it mean?
- Why does it (the meaning as opposed or consistent with saying) matter?

How does the meaning impact the actions of the persons involved in reading or hearing the message?

Activity

1. Divide into 4 groups to apply Reading Strategy 2 (Section 10, 2)
2. 5 minutes - read the excerpt from "The Declaration of Independence" and write a collective response to the questions.
3. Read your excerpt aloud to the whole group and then share your responses to the questions.

(1) “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.—”

- **What does it say?**
- **What might it mean?**
- **Why does it matter?**

“If nothing is expected of a people, that people will find it difficult to contradict that expectation.”

“What the Black Man Wants”

A Speech by Fredrick Douglass, April 1865

(2) “He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public Records, for the sole purpose of fatiguing them into compliance with his measures”

- **What does it say?**
- **What might it mean?**
- **Why does it matter?**

(3) “He has endeavoured to prevent the population of these States; for that purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their migrations hither, and raising the conditions of new Appropriations of Lands.”

- **What does it say?**
- **What might it mean?**
- **Why does it matter?**

(4) “He has excited domestic insurrections amongst us, and has endeavoured to bring on the inhabitants of our frontiers, the merciless Indian Savages, whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions.”

- **What does it say?**
- **What might it mean?**
- **Why does it matter?**

Activity

1. Divide into 4 groups to apply Reading Strategy 2 (Section 10, 2)
2. 5 minutes - read the excerpt from "The Declaration of Independence" and write a collective response to the questions.
3. Read your excerpt aloud to the whole group and then share your responses to the questions.

Apply Reading Strategy #2

- **What does it say?** (In Chapter 213: May 1, 1888. / 25 Stat., 113. (Page 261-267) What's the literal meaning of the phrases following numbers 1 - 5?)
- **What might it mean?** (What is the author or speaker or those who constructed the document suggesting without directly stating it? What do you read between the lines?)
- **Why does it matter?**

“Whereas the reservation set apart by act of Congress approved April fifteenth, eighteen hundred and seventy-four, for the use and occupancy {Page 262} of the Gros Ventre, Piegan, Blood, Blackfoot, River Crow, (1) and such other Indians as the President might, from time to time, see fit to locate thereon, is (2) wholly out of proportion to the number of Indians occupying the same, and greatly in excess of their present or prospective wants; and whereas the (3) said Indians are desirous of disposing of so much thereof as they do not require, in order to obtain the means to enable them to become self-supporting, as a pastoral and agricultural people, and (4) to educate their children in the paths of civilization: Therefore, to carry out such purpose, it is hereby agreed as follows:

ARTICLE I.

Hereafter the permanent homes of the various tribes or bands of said Indians shall be upon the separate reservations hereinafter described and set apart. (5) Said Indians acknowledging the rights of the various tribes or bands, at each of the existing agencies within their present reservation, to determine for themselves, with the United States, the boundaries of their separate reservation, hereby agree to accept and abide by such agreements and conditions as to the location and boundaries of such separate reservation as may be made and agreed upon by the United States and the tribes or bands for which such separate reservation may be made, and as the said separate boundaries may be hereinafter set forth.” (from Vol. 1, Laws (Compiled to December 1, 1902) Chapter 213: May 1, 1888. / 25 Stat., 113. (Page 261-267)

http://digital.library.okstate.edu/kappler/Vol1/HTML_files/SES0261.html)

- **What does it say?** (In Chapter 213: May 1, 1888. / 25 Stat., 113. (Page 261-267) What’s the literal meaning of the **phrases following numbers 1 - 5?**)
- **What might it mean?** (What is the author or speaker or those who constructed the document suggesting without directly stating it? What do you read between the lines?)
- **Why does it matter?**

Apply Reading Strategy #2

- Consider a **page from your textbook**.
- Focus on the title or on a side bar or on a sentence or two.
- Write for 2 minutes and answer the following questions:
 - What does it **say**? The literal meaning.
 - What might it **mean**? Draw inferences or suggestions the author or writer might be making. What does the title lead you to expect or think about the subject?
 - Why might it **matter**?
- Share with a teacher at your grade level or in your content area what you wrote **and** how this strategy is/is not useful to help students read informative or persuasive texts.

Connecting Writing To Common Core Standards

Writing Standards

Production and Distribution of Writing

4. Produce clear and coherent writing in which the **development, organization, and style** are appropriate to
 - **task,**
 - **purpose, and**
 - **audience.**

How do we do this?

Writing Strategy #2

R.A.F.T.S.

R = Role of writer

A = Audience for writing

F = Format for writing

T = Topic (task) for writing

S = Strong Verb (Purpose for writing)

1. Argue/Persuade/Convince
2. Explain/Inform
3. Narrate/Tell

Activity

Section 10 (pages 6 - 16)

1. In fifteen minutes, scan the R.A.F.T.S. prompts.
2. What do you notice?
3. What can you use?
4. Select one from each page that you might adjust to fit your grade level or content area.

Modes/Text Types

*Reading
and
Writing*

**Please review and number the pages in
Section 11**

Modes -- Purposes

Section 11: 6 + 1 (page 1)

Modes/Purposes for Writing

NARRATIVE: Telling a story

EXPOSITORY: Observing and reporting

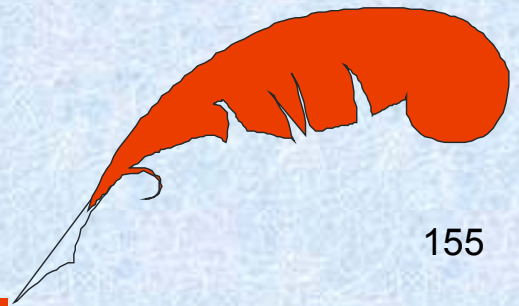
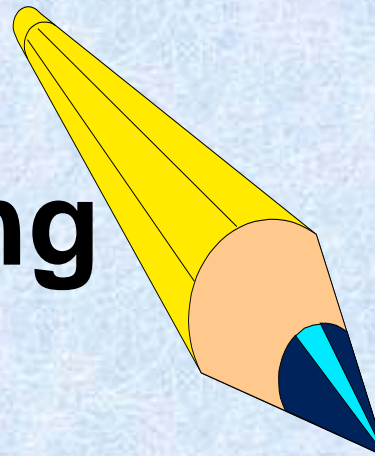
– Writing to Inform

PERSUASIVE: Constructing an argument

DESCRIPTIVE: Painting

a picture with words

(



What are the Text Types and Purposes in Common Core Writing Standards? (pages 2-3)

- 1. Arguments** to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (Read to understand)
- 2. Informative/explanatory texts** to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (Read to understand)
- 3. Narratives** to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (Read to understand)

(pages 2-3)

Activity

1. Turn to **Section 10, Reading Strategy #6, page 5**
2. **After reading each of the three text types, complete the following sentence:**

When I finished reading the explanation of Argument/Explanatory Writing/Narrative, I understood that

(This is the central idea --)

Activity

Roots and Branches "Introduction" (1-top of 7)
This is an essay.

After reading the essay to yourself, write the answers—regarding the essay as a whole-- to the following questions from Section 10, page 2, Reading Strategy #3

- What's the **author's purpose** (argue or persuade, inform/explain, tell a story)?
- What's the **subject**?
- What's the **author's opinion about the subject**?
- How do you know that's the author's opinion (evidence)?
- Where is the **thesis statement**?

Activity

Roots and Branches - 6 essays of themes

1. For the essay you read, **determine the primary text type or purpose:** argument or explanation or narrative

2. **Complete** the following sentence:

When I finished reading the theme essay, I **understood that**

3. Identify the **thesis statement** (green) and three **reasons/details/facts** that support that thesis (yellows)

Activity

Roots and Branches - 6 essays of themes

1. "Remembering the Old Ways" (10-14)
2. "At Home within Circles" (15-18)
3. "Change and Growth" (18-22)
4. "Between Two Worlds" (23-24)
5. "Cultural and Personal Loss and Survival" (25-29)
6. "Lifeways and Stereotypes" (30-33)

Share your individual written responses within your group.

Share what you've learned from this activity with all.

Technical Writing

Informative/Explanatory

Purpose

Section 13

Activity

CRT-like Question

One problem to work and explain:

1. At the top of your paper, write the problem and solve it.
2. On a scratch sheet of paper, list all the math vocabulary words that were involved in this problem/solution.
3. Below the problem, explicitly explain how you solved the problem using the correct vocabulary.

Activity

Work one of the following problems and in 5 minutes explain how you solved the problem.

○ $4 \frac{1}{2}$ minus $2 \frac{3}{4}$

○ 54 minus 35

○ 1.912 divided by .92

You just
completed a
writing
activity.

Was it
Technical
Writing?

How do you
know?



Technical Writing:

What is it?

Subtracting Fractions

$$\begin{array}{r}
 3 \\
 4\frac{1}{2} \left(\frac{2}{4} \right) \frac{4}{4} = \frac{6}{4} \\
 - 2\frac{3}{4} \left(\frac{3}{4} \right) \frac{3}{4} \\
 \hline
 1\frac{3}{4}
 \end{array}$$

On my process of subtracting mixed fractions the first step is making the fractions equivalent. ^{now} If you can't subtract the problem add the denominator to the numerator, and regroup by making the top whole number one less.

By making a problem equivalent, look at the two denominators. If one denominator is a factor of another denominator, chose the bigger one and use this for your new denominator. Use your new denominator to divide by your old one. Your answer times your numerator will give you your new fraction.

Subtraction using regrouping

$$\begin{array}{r} 414 \\ - 54 \\ \hline 35 \\ - 19 \\ \hline \end{array}$$

I can't take 5 from 4 so I take a ten from the five and make it a four and make the 4 to the right of the five, a fourteen.

Now subtract fourteen minus five and that equals nine.

Then subtract four minus three and that equals 1.

The sum equals nineteen

Technical writing clearly communicates expert information to a specific audience for an intended purpose.

How is this different from writing that students might do in English or Social Studies classes?

Essentials of Technical Writing

1. **Ideas:** Details -- Clear and concise
2. **Format:** Organization, fonts, lists, headings
– Logical for the purpose
3. **Design:** Graphics and placement –
supportive of ideas
4. **Purpose:** Reason for writing -- Clear to
readers
5. **Audience:** Age, level of expertise and
knowledge, etc.

The Ethics of Technical Writing

“It is **unethical** to show **what you know** instead of helping the reader with what he/she needs to know.” (**Purpose** and **Audience**)

(Cathy Corr, Head of Technical Writing Department at University of Montana)

Meeting the needs of the audience is key to good **technical** writing. It is also the way to align your writing with the Common Core Standards.

Activity

“Powerful forces in the Earth shoved the colorful rock of the Lewis Overthrust into the sky 75 million years ago. The young mountains intercepted clouds. Rain and snowmelt fed streams draining into three major river systems, and living things found their way up into these mountains from all directions.” (National Park Service, U.S. Department of the Interior)

Who is the audience? What is the purpose? Is information clear and concise? Is the perspective objective?

“Glacier Park means a lot to me because it is home to the mule deer, the swift gray brown ghosts of the mountain slopes. Bounding easily through frigid fluffy snow drifts. Living in harsh conditions and instilling wonderful feelings in human viewers. How could one not love a place with the qualities to allow these marvelous animals to thrive?” (Fraley, 2006)

Who is the audience? What is the purpose? Is information clear and concise? Is the perspective objective?

Why keep mice and rats out of your home?

Some mice and rats can carry harmful diseases, such as HPS, leptospirosis, lymphocytic choriomeningitis, plague, and typhus. The best way to protect you and your family from these diseases is to keep mice and rats out of your home.

What you can do outside your home:

- Use a thick plastic or metal garbage can with a tight lid. Make sure there are no holes in the garbage can.
- Clean up trash, brush, and weeds around your home.
- Check the outside of your house for gaps and holes. Seal them with cement, lath metal, hardware cloth or sheet metal.
- Put away pet food after use.
- Keep grains and animal feed in thick plastic or metal containers with tight lids.
- Get rid of old trucks, cars, and old tires. Mice and rats may use these as homes.
- Move woodpiles 100 feet or more from the house. Raise the wood at least 1 foot off the ground.

"Facts about Hantaviruses" Department of Health and Human Services, Centers for Disease Control and Prevention.

Who is the audience? What is the purpose? Is information clear and concise? Is the perspective objective?

Activity

Handout: Ugar Akinci

"Three General Rules of Technical Writing"

Handout: Catherine S. Hibbard

"Six Principles of Technical Writing"

Nine Sections - each group will read a section and report the essence back to the main group.

Presentation pleases the eye

- Font usage enhances the message.
- White Space is balanced
- Bullets, Side headings, Headings, etc. help reader access information
- Text and visual are integrated

Visual Impact in Technical Writing

(Tech Writing for Dummies 56 – 84)

White Space

- Paper Documents: 1 to $1\frac{1}{2}$ " margins
- Electronic Documents: $\frac{1}{4}$ - $\frac{1}{2}$ " margins all around
- Double Space between paragraphs
- Emphasize **key pieces** of text with white space or a different font

White Space

- ◉ Ragged Right margins in short documents
- ◉ Slightly More Space above heading than below

Visual Impact

(Tech Writing for Dummies 56 – 84)

Text

- Sentences - Maximum of 25 words
- Paragraphs - Maximum of 8 lines
- Headlines - Guideposts for what's important

Visual Impact

(Tech Writing for Dummies 56 – 84)

Lists

- **Bulleted** lists, when rank and sequence aren't important
- **Numbered** lists, when priority or steps in a procedure or quantity are important

Visual Impact

(Tech Writing for Dummies 56 – 84)

Parallel Structure in Lists

- Grammatical structure

- Use all gerunds, all nouns, all participle phrases, or all sentences in each list.

- Punctuation

- Use a **colon** to introduce a list that is preceded by *the following* or *as follows*.
 - Use a **period** after each item only if each item is a complete sentence.
 - Use a **period** at the end of the list when the items complete a sentence.

Visual Impact

(Tech Writing for Dummies 56 – 84)

Fonts

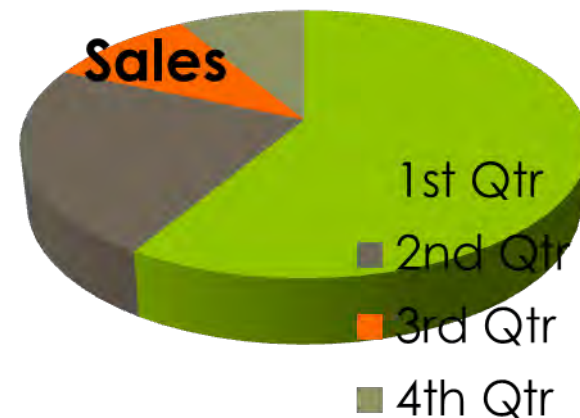
- Paper Documents: **Serif typeface**, such as Times Roman
- Electronic Documents, and headings on Paper Documents: **Sans Serif**, such as Arial

The purpose of a font is to make it easier for the audience to read and comprehend.

Charts and Graphs

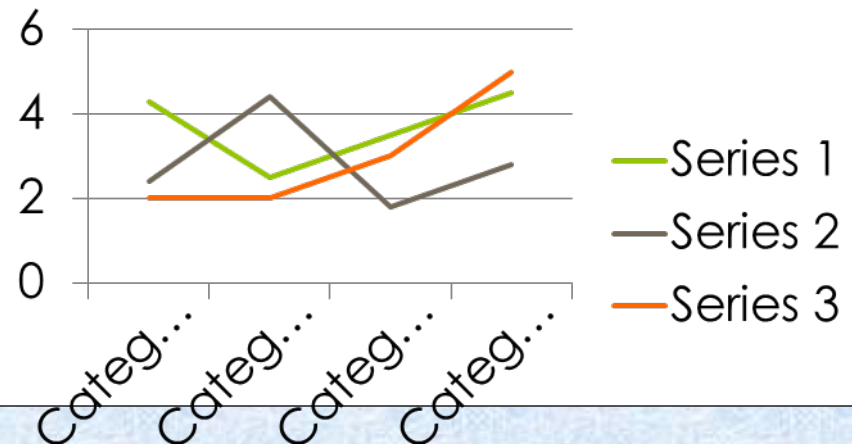
● Pie Chart

- Shows relationships Between parts
- Use for money or percentages



● Line Chart

- Telegraphs trends



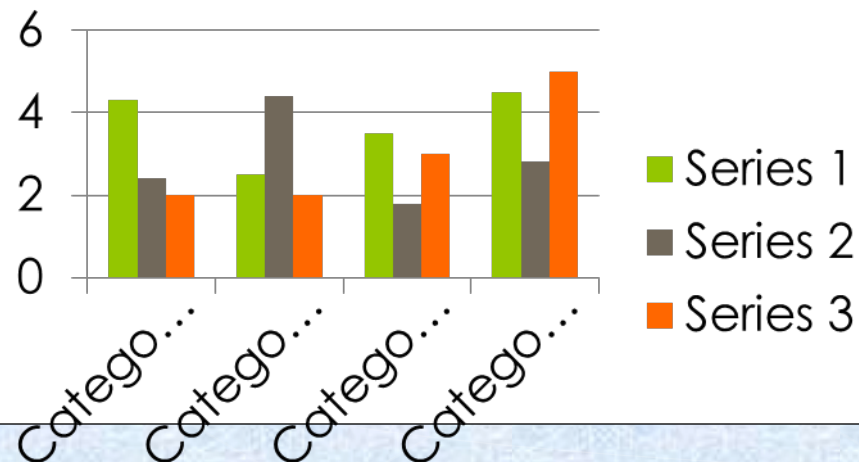
Visual Impact

(Pocket Guide to Technical Communication 109 – 141)

Charts and Graphs

● Bar Chart

- Shows relationships
Between parts
- Allows for technical detail,
Particularly comparisons



Activity

- ◉ Apply the **criteria** you've just reviewed to the following **texts** and **the documents in front of you** to determine if they *are or are not* Technical Writing and if they are quality Technical Writing.
- ◉ You might consider the questions regarding **purpose, audience, objective tone, clarity and conciseness**.
- ◉ You might consider **syntax and format, vocabulary, punctuation, fonts, etc.**

Essentials of Technical Writing

Ideas: Details -- Clear and concise

Format: Organization, fonts, lists, headings –
Logical for the purpose

Design: Graphics and placement –supportive of
ideas

Purpose: Reason for writing -- Clear to readers

Audience: Age, level of expertise and
knowledge, etc.

REVISING WRITING for CONCISENESS AND CLARITY

REVISING
for
Sentence Fluency
and
Parallel Structure

"In winter months make sure to check your tires, have enough wood for the fireplace, make sure there is are extra blankets for the guests, and the pump water is shut off."

With bullets:

"Make sure to do the following to get ready for the winter:

- Check your tires,
- Have enough wood for the fireplace,
- Keep extra blankets for the guests,
- Shut off the pump water."

Participles or Noun phrases in Parallel Structure

To complete this project, we planned the following tasks:

- Surveying the site,
- Taking samples from the three boring locations,
- Testing selected samples in our lab,
- Reporting on the results of the study.

Punctuation after bullets is optional but must be consistent throughout document.

Nouns in Parallel Structure

Last month we completed environmental assessments at three sites:

- A gas refinery in Dallas, Texas;
- A chemical plant in Little Rock, Arkansas; and
- A waste pit outside of Baton Rouge, Louisiana.

Gerunds or Noun phrases in Parallel Structure

To complete this project, we planned the following tasks:

- Surveying the site,
- Taking samples from the three boring locations,
- Testing selected samples in our lab,
- Reporting on the results of the study.

Verbs in Parallel Structure

The applicant sat in the outer office, hoping he'd make a good impression and wishing his resume was more impressive.

-

Bullets—A malformed bulleted list:

"In my spare time, I love to

- go to a restaurant
- run 5K
- books are what I prefer over movies"

The first two items start with a verb, but the third doesn't.

The corrected list:

"In my spare time, I love to

- go to a restaurant
- run 5K
- read books rather than watch movies"

REVISING
for
WORD CHOICE,
DETAILS and TONE

Text—concreteness

(enough detail--find the balance)

Vague

1. Buildings
2. Many
3. We will fill your order within the next few weeks.

Concrete

1. Bank, supermarket
2. 5000 to 20,000
3. We will ship COD your order for three, 4-drawers, 36-in high by 45 in deep by 14 in wide, beige filing cabinets on 2 September 2009. You should receive them no later than 30 September.

Courtesy of Cathy Corr, UM COT

Tone

Interpretative

- While not looking where she was going, Polly clumsily caught her heel on a CRT tri-stand and crashed to the floor.

Detached and objective

- While approaching the door, Ms. Black caught her heel on an equipment stand and fell on her left side.

TOP 10 **REASONS**

***FOR TEACHING
TECHNICAL WRITING***

***By
Mona Shortman
And
Mollee Gemar***

IN

MATH

&

SCIENCE



#10

**Makes owner's manuals
more user friendly! 😊**

#9

Provides great job opportunities for kids and retired teachers when they get out of school! 😊

**\$86,000 starting salary and
the cool title of
DOCUMENTATION SPECIALIST!**



**Helps teachers to check
for understanding**

#7

**Simplifies the content
you are teaching**

6

**Improves the
the audience's
understanding**

5

***Creates clearer and more
concise written and oral
communication practices***

4

**Improves the student's
overall writing skills**

3

**Improves the student's
understanding of Math
and Science**

2

The reality of it all is

***TECHNICAL WRITING
IS ESSENTIAL IN
TODAY'S WORLD!***

#1

**IMPROVES
CRT SCORES**



Closing and Reflection

Write for 2 minutes in response to each of the following questions from Joe Bruchac (Abenaki)

- ◉ How do I feel about what I am doing now?
- ◉ How might I be contributing to the confusion?
- ◉ How can work toward peace and balance?
- ◉ How will I be remembered when I am gone?

Share one of your responses with the whole group.